Community Resources Assessment Training

Assessing Resources and Identifying Gaps

Module 3

Trainer's Guide
(90 minutes)

Slides for Module 3

Mouse-Click Icon

(for a computer-based presentation)
The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)

Module 3

Communities That Care

Assessing Resources and Identifying Gaps

Community Resources Assessment Training

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Notes

The survey you created in Module 2 will help you collect important information about your community's resources. In this module, we'll discuss what you need to do with that information to prepare to write your Resources Assessment Report.

NOTE: The goal of the *Communities That Care* system is to help communities build a prevention strategy that is based on tested, effective programs, policies and practices. Many communities may have programs, policies and practices in place that have not been tested and proven effective. Some community members may be reluctant to replace or reduce funding to these untested resources.

Be aware of and stay sensitive to this concern so as not to alienate the community. You can explain that implementing and maintaining tested, effective programs, policies and practices as the majority of the community's youth-development resources is a long-term goal. Suggest that the community take steps toward that goal by:
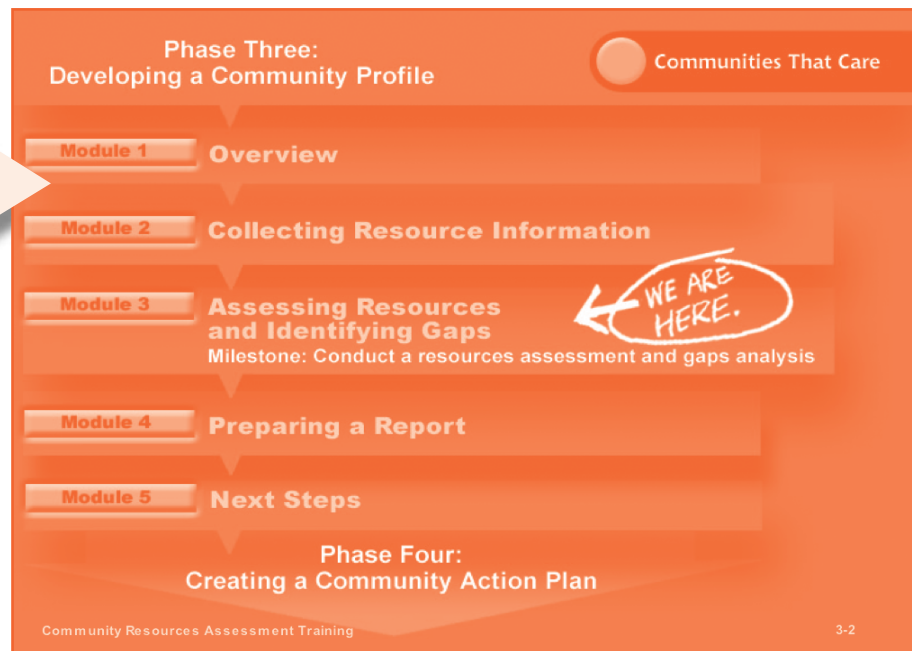
• supplementing untested resources with tested, effective resources

• training providers of untested resources in tested, effective practices

• *gradually* realigning funding away from untested resources and toward tested, effective resources.

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Notes

Review the slide.

Module 3 goal

Prepare participants to assess the community's current youth-development and prevention resources.

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Slide 3-3

Notes

Review the slide.

Slide 3-4

Notes

Objectives

Communities That Care

1. Prepare to assess local programs, policies and practices according to research-based criteria.

2. Develop a work plan for the resources assessment.

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Review the slide.

Assessing programs, policies and practices

Identify:

- tested, effective community resources

- gaps in community resources

- issues and barriers related to resource service and access

- ways to enhance or expand existing tested, effective resources.

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Notes

Objective 1: Prepare to assess local programs, policies and practices according to research-based criteria.
Review the slide.

Your analysis of the survey information will help you identify:

- *tested, effective resources currently serving your community*

- *gaps in community resources*

- *issues and barriers related to resource delivery and access*

- *ways to expand tested, effective resources to better address your community's priority risk and protective factors.*

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Notes

Meeting program criteria

Communities That Care

- Reduce research-based priority risk factors.
- Enhance protective factors.
- Intervene at developmentally appropriate ages.
- Demonstrate effectiveness.

Objective 1: Prepare to assess local programs, policies and practices according to research-based criteria.

Your survey information will help you determine whether your community's resources meet the following criteria:

Read each item as you click it onto the screen and elaborate as follows:

1 *They should address research-based priority risk factors for substance abuse, delinquency, teen pregnancy, school drop-out or violence.*

2 *They should increase protective factors. That is, they should strengthen healthy beliefs and clear standards for behavior, build bonding to family, community, school and positive peers, and provide opportunities, skills and recognition for young people's involvement in their communities, schools and families.*

3 *They should intervene at developmentally appropriate ages.*

4 *Most importantly, they should have demonstrated significant effects on risk and protective factors or health and behavior problems in high-quality research tests.*

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Resource gaps

Communities That Care

- Effectiveness
- Funding
- Domain
- Developmental
- Demographic

- Geographic
- Implementation

Community Resources Assessment Training   3-7

Notes

Objective 1: Prepare to assess local programs, policies and practices according to research-based criteria.

It's important to identify which resources in your community meet all of the criteria we just discussed. A thorough assessment, however, requires that you identify the areas in which your efforts to promote positive youth development fall short. These gaps, as we call them, can take several forms.

Review each item as you click it onto the screen.

*Effectiveness gaps result when a community does not have **any** tested, effective resources to address a priority risk or protective factor.*

Funding gaps occur when funds are unavailable to implement or maintain tested, effective programs, policies and practices to address the community's priority risk and protective factors.

Domain gaps occur when tested, effective resources are not available to address a priority risk factor in multiple domains (community, family, school, and peer and individual). For example, let's say a community has identified friends who engage in the problem behavior *as one of its priority risk factors. If the community only has tested, effective school programs to address that risk factor when tested, effective parenting programs could further reduce the risk factor, there's a domain gap.*

Notes

4 *It's important to ensure that, for each priority risk factor, appropriate tested, effective resources are available for each relevant developmental period. For example, if a community's priority risk factor is* family management problems *and there are tested, effective parenting programs for parents of preschoolers but no tested, effective programs for parents of teenagers, the result is a developmental gap.*

5 *Demographic gaps occur when tested, effective resources fail to address priority risk and protective factors for youth of all races, cultures, genders, languages and economic classes. Examples of demographic gaps include a lack of tested, effective parenting programs available in Spanish or limited access to affordable prenatal care.*

6 *The location of tested, effective resources can limit or prohibit participation by youth or families. Such geographic gaps can arise, for example, when resources are available in the largest city of a county but not in outlying communities or rural areas.*

7 *Implementation gaps occur when tested, effective resources are not implemented with fidelity—that is, when they are not implemented as designed. For example, an implementation gap can result if a social-competence program for youth does not provide sufficient booster sessions to reinforce skill development.*

Notes

Check for understanding.

Have participants form groups by counting off by sevens (depending on the number of participants, some groups may only have one member). Assign one of the seven gaps to each group.

I'm going to read several scenarios. When you hear a scenario that describes your group's assigned gap, please stand up as a group, remind everyone what gap you represent and sit back down.

- Risk factors are elevated in one neighborhood, but appropriate tested, effective resources are only available in a neighborhood across town. [Geographic gap]

- A program to promote social competence in youth does not involve role-playing activities. [Implementation gap]

- Budget cuts have forced programs working to reduce family management problems to cut hours and staff. [Funding gap]

- Tutoring programs are offered at the public library, but not in the schools. [Domain gap]

- Few parents can afford to pay for childcare while they attend parenting classes. [Demographic gap]

- Mentoring programs are available to children in elementary school, but are unavailable to children in middle school. [Developmental gap]

- Your assessment reveals that several of your community's resources have not been evaluated for effectiveness. [Effectiveness gap]

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Notes

Using the survey

Communities That Care

1. Review Sample Surveys 1 and 2 in your Participant's Guide.

2. In teams, complete the Survey Summary Worksheet.

3. In teams, complete the Gaps Analysis Worksheet.

4. As a group, discuss the gaps in Anytown County's response to its priority risk factors.

5. As a group, develop recommendations for board members to consider during the development of the Community Action Plan.

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Objective 1: Prepare to assess local programs, policies and practices according to research-based criteria.

We're going to use a fictional community to practice interpreting survey information to assess resources and identify gaps. Our example, Anytown County, is a community of about 50,000 people. The largely middle-class population is predominantly Caucasian, but there is an emerging Hispanic community.

The small city of Anyville, population 20,000, is the county seat. The remaining residents of Anytown County live in the rural towns of Anywood, Anycrest and Anypark. Due to a long drive and inadequate parking, most residents of Anywood, Anycrest and Anypark avoid making trips to downtown Anyville.

Anytown County's Community Board has identified two priority risk factors: favorable parental attitudes and involvement in the problem behavior *and* early and persistent antisocial behavior. *Early results of the resources assessment have indicated that Anytown County has only two resources relevant to these risk factors: the programs* Reduce Aggression in Anytown *and* Families That Care: Guiding Good Choices™. *Your job is to assess these resources, determine their effectiveness, identify gaps and develop recommendations for Anytown County's board members to consider as they develop their Community Action Plan.*

Remind participants that there is a description of Anytown County in the Participant's Guide.

Lead participants in the activity on the following page.

Activity: Using the survey

Time: 60 minutes

Instructions:

1. Refer participants to the sample surveys in the Participant's Guide. Allow participants about 5-10 minutes to read through the surveys.

2. Have participants work in teams of three to fill out the Survey Summary Worksheet in the Participant's Guide for both resources.

3. Have participants work in their teams to complete the Gaps Analysis Worksheet in the Participant's Guide. Participants should use information from the Survey Summary Worksheet and, if necessary, from the surveys themselves.

4. Ask several teams to discuss the gaps they identified in Anytown County's response to its priority risk and protective factors. List the gaps on an easel sheet. If necessary, refer to the completed worksheet on page 3—15 to guide participants' work.

5. As a group, discuss how Anytown County could fill these gaps. List several recommendations on an easel sheet. Sample recommendations are listed below.

   • Implement tested, effective programs, policies and practices to address the risk factor *early and persistent antisocial behavior*.

   • Secure additional locations to hold *Families That Care: Guiding Good Choices*™ workshops to increase participation by parents in rural areas.

   • Implement tested, effective programs, policies and practices in the school and community domains to address the risk factor *favorable parental attitudes and involvement in the problem behavior*.

   • For the risk factor *favorable parental attitudes and involvement in the problem behavior*, implement tested, effective programs, policies and practices for other relevant developmental periods.

Notes

Survey Summary Worksheet

Issues and barriers			
Evaluated/evidence of effectiveness?			
Target population/ demographic considerations	Culturally appropriate?		
	Special populations?		
	Family income level		
	Gender of participants		
	Ethnicity of participants		
	Universal/selective/indicated?		
Developmental period addressed	All		
	13 to 18 years		
	7 to 12 years		
	3 to 6 years		
	Prenatal to 2 years		
Priority protective factors addressed	Recognition		
	Skills		
	Opportunities		
	Bonding		
	Healthy beliefs and clear standards		
Priority risk factors addressed			
Resource strategy			
Resource name and description			

Text Activity-Blank

Resource name	Reduce Aggression in Anytown	Families That Care: Guiding Good Choices™
Have high-quality evaluations found this resource to be effective in reducing risk, enhancing protection, preventing problem behaviors or promoting positive outcomes?	*No*	*Yes*
Does this resource address one or more of the community's priority risk factors?	*Yes*	*Yes*
Does this resource increase protective factors?	*Yes*	*Yes*
Does sufficient funding exist to maintain this resource?	*Yes*	*Yes*
In which domain (community, family, school, peer/individual) does this resource operate?	*School domain*	*Family domain*
Do other existing tested, effective resources operate in other relevant domains?	*No*	*No*
Which developmental period does this resource target?	*Children in grades 3-5*	*Children in grades 4-8*
Do other existing tested, effective resources for this risk factor target other relevant developmental periods?	*No*	*No*
Do any demographic groups that could benefit from this resource experience barriers to access?	*Yes—RAA is unavailable in Spanish, presenting a possible barrier to some of Anytown County's Hispanic youth.*	*No*
Do any geographic areas that could benefit from this resource experience barriers to access?	*No*	*Yes—the training site is inconvenient for parents in rural areas.*
Is this resource operating with fidelity?	*Yes*	*Yes*

Sample Survey #1

Resource (program, service, etc.) description

Resource name: _Reduce Aggression in Anytown (RAA)_

Please describe this resource. List its goals, objectives and any expected outcomes. _The Reduce Aggression in Anytown program gives children the skills they need to solve conflicts peacefully in school, at home and in the community. We anticipate that program participants (who are referred after they are involved in a fighting incident at school) will reduce their involvement in fighting and other aggressive behaviors._

Resource strategy

Please describe the strategy this program, service, etc., uses to affect its target population (e.g., information distribution or social-skills training): _RAA uses a series of 20-minute workshops to train children in recognizing and expressing feelings, communication skills and nonviolent problem-solving strategies. The workshops feature role-playing activities that allow participants to practice the skills presented in the program's companion workbook._

The target population of this resource is:

☐ All youth in the community   ☐ Youth at risk for problem behaviors   ☒ Youth engaging in problem behaviors

Please describe the age, ethnicity, gender and family income level of the target population: _RAA targets children in the third through fifth grades. Most participants are males who live in households with an income close to the county median._

Does this resource target special populations (e.g., Hispanic families or Native American youth)? ☐ Yes   ☒ No

If yes, please describe: _____

If no, please discuss the cultural appropriateness of this resource: _RAA is intended to produce positive results for children of all cultures and ethnicities._

Risk factors

The *Communities That Care* Community Board has identified the following priority risk factors in our community. Please indicate the extent to which each risk factor is a focus of this resource.

Priority risk factor #1
Favorable parental attitudes and involvement in the problem behavior
Parents who approve of, encourage or participate in problem behaviors increase their children's risk for these behaviors.

   (1)   2   3   4   5

Not a focus   Major focus

Priority risk factor #2
Early and persistent antisocial behavior
Boys who are aggressive in grades K-3 or who have trouble controlling impulses are at higher risk for alcohol and other drug use, delinquency and violent behavior. This risk factor also includes persistent antisocial behavior in early adolescence, which increases the risk for substance abuse, delinquency, teen pregnancy, school drop-out and violence.

   1   2   3   4   (5)

Not a focus   Major focus

Please describe how this resource addresses these risk factors: _RAA seeks to address the risk factor of early and persistent antisocial behavior by providing children with the social skills they need to avoid violence and to interact successfully with their peers._

Protective factors

Check **all** of the protective factors that this resource is intended to enhance:

☒ Healthy beliefs and clear standards

☐ Bonding

☒ Opportunities for positive social involvement in the community, school, family or with peers

☒ Skills that youth need to take advantage of positive social opportunities

☐ Recognition and acknowledgment for the efforts of youth

Please describe how this resource directly enhances these protective factors: *RAA promotes healthy beliefs and clear standards by helping participants understand that violence and aggression are inappropriate (and ineffective) problem-solving strategies. RAA provides opportunities for participants to engage in positive interactions with their peers, and its emphasis on skills development prepares participants to succeed in these opportunities.*

Evaluation and effectiveness

Has this resource been evaluated and proven effective? ☐ Yes ☒ No
If yes:

a) Please describe the evaluation design:

b) Please describe the results of the most recent evaluation, or attach a copy of the evaluation results:

Issues and barriers to service

Please describe this resource's location, or the geographic area this resource serves: *RAA is available in all of Anytown County's elementary schools.*

Is this resource available in languages other than English? *No.*

Please describe this resource's main funding sources: *RAA is maintained by a line item in the school department's budget.*

Is funding for this resource expected to continue indefinitely? ☒ Yes ☐ No
If no, please describe:

Is this resource operating with fidelity?
(i.e., was it implemented as designed, with all of its core elements?) ☒ Yes ☐ No
If no, please describe:

Thank you for taking the time to complete this survey. Your input is an important contribution to the assessment process. We invite you to contact us if you would like more information about our effort to promote positive youth development in our community.

Please return the survey by: *November 20*   Please return the survey to: *Jenny Smith*

Sample Survey #2

Resource (program, service, etc.) description

Resource name: *Families That Care: Guiding Good Choices™*

Please describe this resource. List its goals, objectives and any expected outcomes.
This resource trains parents in important concepts and practical skills for strengthening family bonds and guiding children to make healthy decisions. Sessions include how to help children refuse alcohol and other drugs, how to manage family conflict and how to establish clear standards.

Resource strategy

Please describe the strategy this program, service, etc., uses to affect its target population (e.g., information distribution or social-skills training): *Families That Care: Guiding Good Choices™ is a parent training program that consists of five two-hour sessions. The sessions are run by a trained workshop leader. A video used in the sessions features situations that model parenting skills. A supplementary Family Guide includes family activities, discussion topics, skill-building activities and tips on positive parenting.*

The target population of this resource is:

☒ All youth in the community   ☐ Youth at risk for problem behaviors   ☐ Youth engaging in problem behaviors

Please describe the age, ethnicity, gender and family income level of the target population: *Participants are parents of boys and girls in the fourth through eighth grades. Participants represent a broad range of ethnicities and income levels.*

Does this resource target special populations (e.g., Hispanic families or Native American youth)? ☐ Yes ☒ No
If yes, please describe: _____

If no, please discuss the cultural appropriateness of this resource: *While this resource does not specifically target special populations, it has been tested with parents from a variety of ethnic backgrounds.*

Risk factors

The *Communities That Care* Community Board has identified the following priority risk factors in our community. Please indicate the extent to which each risk factor is a focus of this resource.

Priority risk factor #1
Favorable parental attitudes and involvement in the problem behavior
Parents who approve of, encourage or participate in problem behaviors increase their children's risk for these behaviors.

1	2	3	4	⑤

Not a focus   Major focus

Priority risk factor #2
Early and persistent antisocial behavior
Boys who are aggressive in grades K-3 or who have trouble controlling impulses are at higher risk for alcohol and other drug use, delinquency and violent behavior. This risk factor also includes persistent antisocial behavior in early adolescence, which increases the risk for substance abuse, delinquency, teen pregnancy, school drop-out and violence.

1	2	③	4	5

Not a focus   Major focus

Please describe how this resource addresses these risk factors: *The process of developing clear family standards against alcohol and other drug use by young people encourages parents to show unfavorable attitudes toward alcohol and other drug use by young people.*

Protective factors

Check **all** of the protective factors that this resource is intended to enhance:

- ☒ Healthy beliefs and clear standards

- ☒ Bonding

- ☒ Opportunities for positive social involvement in the community, school, family or with peers

- ☒ Skills that youth need to take advantage of positive social opportunities

- ☒ Recognition and acknowledgment for the efforts of youth

Please describe how this resource directly enhances these protective factors: *This training provides ways for parents to define and communicate a family position on alcohol and other drug use, while at the same time providing the opportunity for children to be involved in developing the position. It also provides an opportunity for parents and children to learn and practice effective family management skills together.*

Evaluation and effectiveness

Has this resource been evaluated and proven effective? ☒ Yes ☐ No
If yes:
a) Please describe the evaluation design: *The participants, sixth graders in 33 rural schools, completed a pretest and one- and two-year follow-up assessment interviews. Parents of the students either attended the Families That Care: Guiding Good Choices™ workshops or the Iowa Strengthening Families Program, or served as members of a control group. Investigators randomly assigned one of these three experimental conditions to each of the 33 schools.*

b) Please describe the results of the most recent evaluation, or attach a copy of the evaluation results: *Three and a half years after the intervention ended, students whose parents attended the Families That Care: Guiding Good Choices™ sessions reported less alcohol and marijuana use than students in the control group.*

Issues and barriers to service

Please describe this resource's location, or the geographic area this resource serves:
Workshops are held in the public library in downtown Anyville.

Is this resource available in languages other than English?
Yes—workshops are held in Spanish on an as-needed basis.

Please describe this resource's main funding sources:
Workshops are sponsored by the Anytown County Police Department.

Is funding for this resource expected to continue indefinitely? ☒ Yes ☐ No
If no, please describe: _____

_____

Is this resource operating with fidelity?
(i.e., was it implemented as designed, with all of its core elements?) ☒ Yes ☐ No
If no, please describe: _____

_____

Thank you for taking the time to complete this survey. Your input is an important contribution to the assessment process. We invite you to contact us if you would like more information about our effort to promote positive youth development in our community.

Please return the survey by: *November 20*   Please return the survey to: *Jenny Smith*

Slide 3-9

Notes

Developing a work plan

Communities That Care

Identify specific tasks and responsibilities necessary to organize and analyze the resources assessment information.

Community Resources Assessment Training 3-9

Objective 2: Develop a work plan for the resources assessment.

Review the slide.

Take a moment to review the worksheets on pages 3—22 to 3—24. Remind participants that they will need to complete these worksheets once their community's resources have returned the survey developed in Module 2.

Then, as a group, take about 10 minutes to create a work plan for the completion of the resources assessment. Record the plan on an easel sheet, using the format of the worksheet on the following page. Participants can record information on the Work Plan worksheet in their guides.

Important actions include:

- completing an assessment for each resource listed on the inventory from Module 2
- using the survey results to complete the Survey Summary Worksheet
- identifying gaps in the community's resources, using the Gaps Analysis Worksheet
- completing the Resources Summary Worksheet
- developing a time line for the completion of the resources assessment.

Ask participants to brainstorm any other necessary actions to include in the plan.

Work Plan

Action	By when?	By whom?
Complete an assessment for each resource listed in the inventory from Module 2.		
Complete the Survey Summary Worksheet.		
Identify gaps in the community's resources.		
Complete the Resources Summary Worksheet.		
Develop a time line for the completion of the resources assessment.		

Survey Summary Worksheet

	Issues and barriers				
	Evaluated/evidence of effectiveness?				
Target population/ demographic considerations	Culturally appropriate?				
	Special populations?				
	Family income level				
	Gender of participants				
	Ethnicity of participants				
	Universal/selective/indicated?				
Developmental period addressed	All				
	13 to 18 years				
	7 to 12 years				
	3 to 6 years				
	Prenatal to 2 years				
Priority protective factors addressed	Recognition				
	Skills				
	Opportunities				
	Bonding				
	Healthy beliefs and clear standards				
	Priority risk factors addressed				
	Resource strategy				
	Resource name and description				

Gaps Analysis Worksheet

Resource name		
Have high-quality evaluations found this resource to be effective in reducing risk, enhancing protection, preventing problem behaviors or promoting positive outcomes?		
Does this resource address one or more of the community's priority risk factors?		
Does this resource increase protective factors?		
Does sufficient funding exist to maintain this resource?		
In which domain (community, family, school, peer/individual) does this resource operate?		
Do other existing tested, effective resources operate in other relevant domains?		
Which developmental period does this resource target?		
Do other existing tested, effective resources for this risk factor target other relevant developmental periods?		
Do any demographic groups that could benefit from this resource experience barriers to access?		
Do any geographic areas that could benefit from this resource experience barriers to access?		
Is this resource operating with fidelity?		

Resources Summary Worksheet

1. **The tested, effective programs, policies and practices currently serving our community are:**

   _____

   _____

   _____

   These programs, policies and practices address the following priority risk and protective factors:

   _____

   _____

   _____

2. **We need to _implement_ new tested, effective programs, policies and practices for the following risk and protective factors:**

   _____

   _____

   _____

3. **We need to _modify_ the following programs, policies and practices:**

   _____

   _____

   _____

4. **We need to _expand_ the following programs, policies and practices:**

   _____

   _____

   _____

5. **Resources that currently overlap or duplicate services include:**

   _____

   _____

   _____

Slide 3-10

Review the slide.

Notes